



Business as *Unusual*:

A Summative Evaluation of the Education for Development and Democracy Initiative for Africa



Executive Summary

Purpose of the Summative Evaluation

This Summative Evaluation represents a comprehensive attempt to examine the multiple factors that influenced the conceptualization, design, and implementation of EDDI over six years, from 1998-2004. The Evaluation was conducted by **Exegesis Consulting** in Johannesburg, South Africa and **Strategic Management Concepts, Inc.** in Lanham, MD, U.S.A. The evaluators were tasked with examining EDDI primarily at the initiative level, though limited activity level examination was conducted as well. This report is an excerpt from the full study, which can be found on the USAID Development Experience Clearinghouse EvalWeb site at: www.dec.org/partners/evalweb/ and the evaluator's project website at: www.meabed.org.

What was EDDI?

The interagency Education for Development and Democracy Initiative (EDDI) was a six-year effort comprised of over 280 unique activities in 43 countries focusing on improving access to education, democracy and technology. The activities were implemented by over 350 African partners, and 230 U.S. partners, and impacted millions of beneficiaries, including many in the U.S. EDDI grew from an initial allocation of \$20 million in 1998 to a final of \$138,966,000 in 2004, with an additional \$35 million in leveraged funds as a result of partner and community support.

The Initiative's strategy included several guiding principles:

- ▶ **Asset-management** to leverage the existing structures, institutions and leaders in Africa
- ▶ **Rapid-response** to fund small interventions quickly, to respond to immediate needs
- ▶ **Innovation** in the support of pilot approaches

- ▶ **Africa-led** interventions to facilitate collaborative partnerships
- ▶ Focus on **underserved beneficiaries** including girls and HIV/AIDS orphans
- ▶ **Strengthening American understanding of Africa** by expanding the pool of service delivery organizations
- ▶ **U.S. government interagency collaboration** to develop strategies and manage implementation

Findings from the Summative Evaluation

1. Examination of the initiative-level (strategy and program design) indicators suggests that EDDI was successful in adhering to its guiding principles:

- ▶ The personnel and institutional assets of African countries were effectively engaged in developing and managing EDDI activities.
- ▶ EDDI achieved rapid responses, effectively channeling impressive funding levels for numerous broad-based activities on a small scale.
- ▶ The Initiative encouraged innovation and model-building through the support of piloting approaches.
- ▶ EDDI was Africa-led in its vision and approach, and included the facilitation of collaborative partnerships between U.S. and African partners.
- ▶ The Initiative was highly successful at reaching underserved populations such as poor women and children, especially girls, the handicapped, HIV/AIDS orphans, and marginalized ethnic and religious populations in Africa.
- ▶ New groups of U.S. institutions, professionals and students developed a greater understanding of Africa and its development needs due to their participation in EDDI.
- ▶ EDDI effectively upheld its interagency vision through strong leadership and formalized processes for collaboration.

2. The Initiative realized high rates of activity-level successes, as measured through the personal stories of its beneficiaries and implementing partners, as well as through the models of innovative approaches that were left in place.

3. The EDDI approach of funding innovative and sometimes small-scale activities was a change from the usual large-scale development approach of reform-driven projects aiming for structural change; hence EDDI conducted “Business as Unusual.”

4. Positive long-term impacts were realized by EDDI through building capacity in implementing organizations.

5. The Initiative also achieved sustainability through the development of institutional and individual networks that advocate for the principles and objectives promoted by EDDI, that continue to advance African education, democracy, and development.

6. Due to exceptionally high levels of community support, EDDI leveraged at least \$35 million dollars in matching contributions and was also supported by other external sources—increasing the total value of the Initiative to approximately \$173 million.

7. The financial review of EDDI suggests average per-beneficiary costs of under \$21.



The Addressing Childhood Malnutrition and Survival: A Systems Approach to Promoting Household Food Security and Rural Enterprise in Malawi activity helped mothers to fight their children's malnutrition. This university partnership illustrates the strong university-to-community linkages fostered by EDDI.

The EDDI Legacy

EDDI serves as an important model of how to effectively implement a strategic framework across vast geographic and sectoral landscapes. Its many achievements demonstrate that alternative approaches to traditional international development assistance to Africa can have a long life due to their multi-level benefits. The challenges experienced by EDDI provide invaluable lessons in how to better implement its successor programs. Moreover, the most successful EDDI interventions are being continued through initiatives such as President Bush's Africa Education Initiative, the Millennium Challenge Account, and the President's Emergency Plan for AIDS Relief. These follow-on programs serve as testimonials to the many successes realized by EDDI.

Summative Evaluation Report

Part 1: What was EDDI?

The Education for Development and Democracy Initiative was designed to assist six sub-Saharan African countries in their efforts to address economic growth and educational concerns. EDDI was launched in seven countries after a historic Presidential tour of Africa in 1998, each with an initial allocation of \$2 million. In addition, EDDI was seen as a means by which to increase the visibility of Africa and its developmental needs among diverse U.S. constituencies.

Over the six years of its lifespan, EDDI grew to include more than 280 activities in 43 sub-Saharan countries. Forty of the 43 participating African countries received country-specific funding, with the remaining three involved exclusively in the many regional projects. The projects were implemented by over 350 African partners and 230 U.S. partners, and impacted millions of beneficiaries.

EDDI represented the United States Government (USG) attempt to strengthen educational systems and democratization principles throughout Africa through the use of collaborative partnerships and expanded access to technology. To achieve these objectives, EDDI was organized into seven programmatic areas: 1) community resource centers, 2) democracy partnerships, 3) economic entrepreneurship training, 4) girls' education and mentoring

networks, 5) international studies partnerships, 6) technology partnerships, and 7) university partnerships.

Part 2: Review of EDDI Programs

Community Resource Centers

EDDI's Community Resource Centers (CRCs)—also known as “knowledge centers” in some countries—included computer laboratories, Internet access, meeting rooms, offices, libraries and other services to facilitate access, production, and the management of knowledge. A key CRC strategy component focused on increasing communities' access to the knowledge and information available on the Internet, while also stimulating the creation of other content needed at the local level. By recognizing that communities are heterogeneous and have different needs, the CRC strategy specifically considered the socio-economic, language and literacy limitations of the contexts within which the centers were established. The strength of the CRCs was that they were locally relevant, after local partners identified key needs such as targeting services towards women, teachers, marginalized students, or under-trained workforces.

Democracy Partnerships

Through its focus on Democracy Partnerships, EDDI helped to establish linkages between U.S. and African universities and NGOs. These partnerships worked to strengthen civil society by building individual and institutional capacity in civic education, encouraging community participation in governance, and supporting democratic systems and processes throughout Africa.

Democracy activities were generally organized into professional networks/government-related services and U.S.-African linkages for civil society development. Both types of partnerships supported activities to advance sustainable democracies primarily by building human capital. The forte of the Democracy Partnerships was their ability to strengthen the management capacity of civil society institutions and leaders.

Economic Entrepreneurship Training

One of the explicit goals of EDDI was to promote Africa's integration into the global community of free market democracies. Accordingly, the Economic Entrepreneurship Training (EET) program sought to contribute to private sector-led economic growth by building and strengthening the skills of current and aspiring

business people, or targeting specific industries for sector-wide management strategies. EET goals were accomplished through pilot income-generating and microfinance activities, as well as interventions providing internships, institutional exchanges, workshops, and seminars designed to help beneficiaries acquire the skills necessary to support the development of dynamic and effective private sectors in participating African countries.

EET projects offer several good examples of the ways in which sustainability can be achieved at the micro-and macro-levels. To ensure sustainability, some activities established endowments, or rotating loan funds, while others increased capacity for local institutions and communities to become self-supporting. The extent to which these projects have been able to continue operations has been a function of their implementers' ingenuity and determination to support economic opportunities in their communities.



Seeing a lack of participation of women in the political process in Angola, this democracy partnership, the *Grassroots Civic and Political Education Project*, set up a women's center teaching literacy and human rights to young women.

Girls' Education and Mentoring Networks

Numerous EDDI activities were exclusively focused on gender. Many of these were implemented under the flagship Ambassadors' Girls' Scholarship Program (AGSP), which aimed to boost the participation of girls and women in social, economic, and political domains by increasing their access to education through provision of bursaries. EDDI supported at least 40,000 girls with their completion of primary, secondary, or tertiary education cycles by

paying for school fees and/or books and other supplies, and transportation. Some AGSP projects had secondary goals such as exposing scholarship recipients to technology, increasing their awareness of HIV/AIDS prevention, and providing mentoring opportunities to encourage their perseverance and achievement in school.

The successes of the Girls' Education and Mentoring Networks activities are evidenced by the stories told by the girls and their teachers about changed attitudes and improved confidence after scholarships were awarded. These activities also gave rise to new African leaders and champions promoting the cause of girls' education.



The AGSP in DRC elevated the importance of girls' education and received widespread attention in participating schools and communities.

International Studies Partnerships

International Studies Partnerships (ISPs) established links between primary and secondary schools in Africa and the U.S. to promote cross-cultural understanding and to establish the foundation for mutually beneficial long-term relationships among students, teachers, and schools. Additionally, ISPs sought to accomplish other school-based objectives such as promoting human rights, providing peer counseling, and encouraging the use of technology for learning to help "bridge the digital divide" between the generally under-resourced schools in Africa and generally better-resourced schools in the U.S.

The ISP program was successful in engaging a new generation of U.S. students learning about Africa through dialogue with Africans. On the African side, students and teachers benefited tremendously

from the ICT upgrades associated with establishing the partnerships.

Technology Partnerships

EDDI's strategic approach to Technology Partnerships was built on the activities and learning that took place under the Leland Initiative. Together, EDDI and Leland formed a symbiotic relationship, with EDDI benefiting from the infrastructure and equipment supported by Leland's past activities, and Leland benefiting from EDDI's focus on human and institutional management capacity building in information technologies application.

Technology Partnerships were particularly successful in establishing peer networks to improve information sharing among partners and beneficiaries. Of all EDDI's substantive program areas, technology partnerships were among the most vocally and enthusiastically praised by benefiting institutions, individuals, and implementing partners.

University Partnerships

Partnerships between U.S. and African universities were established to develop African countries' abilities to educate a population of capable leaders to guide their countries into the 21st century's global community. These partnerships included opportunities for joint research, exposure to international affairs, establishment of new degree programs, and curriculum development valuable to a wide variety of African development needs such as conflict resolution, agricultural technologies, manufacturing competitiveness, environmental conservation, public administration, entrepreneurship, and educational technologies.

One of the long-lasting benefits of the EDDI University Partnerships was the increased focus of African higher education institutions on the developmental needs of their surrounding communities.

Other Program Areas

A number of EDDI activities did not fit neatly into any of the established program categories. Strategically, these activities served to: fill programmatic niches identified by the interagency working group or USAID country missions; encourage experimentation and innovation by piloting activity ideas that showed promise for broad-based replication; engage new strategic partners; target hard-to-reach regions or populations that are under-represented in other development programs;

and/or provide comprehensive educational development aid to a focused locality. Activities that fell outside the seven main programmatic areas were also integral to EDDI's focus on important cross-cutting themes such as HIV/AIDS mitigation, public-private partnership, and workforce development.



The *Internet Connectivity for the University of Fianarantsoa* project in Madagascar secured institutional support and funding to keep the cyber café going after the EDDI project ended.

PREPARED BY

Principal Investigators: Sonya Anderson (Team Leader), Dawne Deppe, Victoria da Silva, and Philani Danette Jones Vilakazi

Field Researchers and Analysts: Dorothy Gordon, Zozo Mamabolo, Nyambura Maina, Mbuyi Kasuyi, and John Wooten

Executive Editor: Gayla Cook-Mohajane
Technical Editor: Gayani Gunawardana

Graphics, Layout, Information Communication Technology: Silvia Stoyanova, Scott Heller, and Alexander Schirge

Administrative Support: Leeshia Roopnarain, Dawn Way, and Tango Efinda

Strategic Managements Concepts Inc., Lanham, Maryland, U.S.A. and Exegesis Consulting, Johannesburg, South Africa

Part 3: Evaluation Purposes

This Summative Evaluation represents a comprehensive attempt to examine the multiple factors that influenced the conceptualization, design, and implementation of EDDI over six years, from 1998-2004. The Evaluation was tasked with examining EDDI primarily at the initiative level, though limited activity level examination was conducted as well.

The Evaluation incorporates the diverse experiences of the contractors, subcontractors, project administrators, and implementing partners who participated in EDDI. This report affords the reader an opportunity to examine EDDI's successes and challenges, and therefore serves as an invaluable learning model for future development assistance efforts of this scope.

Part 4: Evaluation Findings

The Summative Evaluation found that EDDI was successful in adhering to its guiding principles. The commitment to rapid response, innovation, U.S.-African collaboration, and African demand-driven projects resulted in a broad spectrum of activities. Moreover, EDDI not only provided an array of educational opportunities for these beneficiaries, but, through its focus on partnership and institutional collaboration, it did so in a way that strengthened capacity and broadened access to development activities. Beneficiaries included Ministries of Education, local and regional government structures, universities, businesses and business sectors, non-governmental organizations and social service providers, schools, teachers, students, adult learners, entrepreneurs, and citizens.

EDDI achieved significant impacts at the levels of policy and processes in accordance with the manner in which the USG conducts development assistance and at the individual level—with direct provision of educational opportunities, products and technology to widely diverse groups. The Initiative also strengthened capacity and broadened access to development funding for African and American partners. EDDI also leveraged considerable funds, a testimonial as to how much others valued its programming ideas.

Initiative-Level Impacts

A “*Business as Unusual*” Approach

The EDDI strategy sought to demonstrate that an asset-management approach can provide comparable levels of impact and results as the traditional deficit-management approach, as well as complement and strengthen the traditional approach by increasing local buy-in and empowerment within development. The EDDI strategy also sought to surmount the challenge of inter-agency cooperation by capitalizing on the advantages of diverse institutional influences while negotiating a distinct role for the Initiative. EDDI provided a ground-breaking model for future inter- and intra-agency collaborations, with a wealth of successes and lessons learned upon which to draw.

Increasing Awareness of African Development Issues with U.S. Constituencies

By institutionalizing a focus on partnerships and capacity building for both U.S. and African organizations, as well as including U.S. actors and institutions as beneficiaries, EDDI achieved President Clinton’s goal of bringing Africa into the mainstream of U.S. foreign policy.



An AGSP recipient in the Democratic Republic of Congo proudly shows off her new backpack full of school supplies provided by EDDI. Flexible programming allowed AGSP programs to supply what was most locally relevant. In some cases, school fees; in others, school supplies or uniforms.

Making Inter-Agency Collaboration Work

Inter-Agency Working Group (IAWG) members were from several USG agencies. The IAWG identified EDDI’s priorities and direction and structured its overall coordination. The group provided expertise across diverse substantive areas including democracy, education, and agriculture, as well as program design, management, and implementation—all of which are essential aspects of creating, launching, and monitoring an initiative of EDDI’s size and magnitude. The numerous voices that the inter-agency approach invited into the organizational and administrative process operated within a careful balance of institutional influence and context—juxtaposed with EDDI’s independence and pioneering vision. The strong vision within EDDI leadership and IAWG commitment to EDDI’s institutional independence effectively distinguished the Initiative from other agencies’ development programs and allowed for experimentation.

The role of the administrative agency:

EDDI fell under the National Security Council’s (NSC’s) political purview, with additional support from the U.S. Congress. However, the U.S. Agency for International Development (USAID) housed the Initiative administratively and participated in its management and coordination through IAWG. USAID implementing bureaus employed several models of collaboration in the implementation of EDDI activities. These models of interaction included the following: 1) absorption of EDDI funding and management into the mission’s larger strategic framework; 2) adoption of EDDI and its guiding principles as largely independent from (though complementary to) the strategic framework; and 3) coexistence with EDDI activities—participating in limited management and coordination, but not activity implementation. EDDI was most successful when the adoption model was employed.

Engaging New Partners for Multi-Level Benefits

EDDI created opportunities for new actors to participate in the development process and increased the number of American organizations that became actively involved with Africa and its development needs. In the U.S., the Initiative engaged partners in 38 states thus broadening the range of organizations that played a significant role in USG development assistance. The EDDI legacy also includes an unprecedented focus on tertiary institutions in Africa, not only by strengthening and expanding the quality of and access to education but perhaps more importantly, by empowering these institutions to take on new leadership roles in their communities' educational and economic development.



The *Institutional Development, Transparency & Civic Education in a Federal Nation-State* project in Nigeria linked state legislators in the U.S. and Nigeria to share lessons learned in negotiating federal/state legal dualities.

"Rapid Response" as a Catalyst for Development

EDDI was committed to energizing the development process by demonstrating a timely and visible response to development needs in Africa—in contrast to the careful needs-assessment approach traditionally employed by USAID which often takes 2–3 years from conceptualization to project implementation. By mounting this rapid response, EDDI created a momentum that generated an impressive number of activities: over 280 spanning the six-year life of the Initiative. This commitment to rapidity resulted in numerous positive

program impacts and increased local buy-in and leveraging that yielded increased local support for ongoing USAID efforts.

Multi-Level Successes

Interview data suggest that, for EDDI, success or impact, should be characterized and measured on two levels. While EDDI's successes on the activity level—through improvement of the lives of its beneficiaries—is relatively well documented and widely accepted, its impact at the Initiative level, in its vision of inter-agency collaboration and new approaches to development, was less publicized and understood. When EDDI was reviewed as a whole, these divergent perspectives on Initiative-level success were closely examined, and it was ultimately concluded that EDDI was successful at the Initiative level, although it had not effectively communicated its vision on this level.

Strengthening Minority-Serving Institutions in the U.S.

Numerous U.S. minority-serving NGOs, higher education institutions, and small businesses were offered opportunities to build their own service delivery capacity in Africa, thereby improving their standing in future competitive bids. This shift in approach could be attributed to the dedicated EDDI and IAWG staff that supported this goal and committed themselves to taking on the added management burden.

Activity-Level Impacts

Reaching Underserved Beneficiaries

In addition to its overall success in reaching beneficiaries, EDDI was highly successful at reaching underserved populations such as poor women and children, HIV/AIDS orphans, and the disabled in participating countries. Part of the reason for this success was a strategy that relied heavily on the involvement of local non-governmental organizations (NGOs) and other institutions that understood the context of each country and community.

Increasing the Participation of Women and Girls in Community Development

EDDI's girls' education and mentoring interventions, as primarily implemented through the *Ambassadors' Girls' Scholarship Program* (AGSP), dramatically raised awareness about both the importance of girls' education and women's roles in improving the economic well-being of a community. As one of the most visible of EDDI's programs, AGSP activities elevated the issue of girls' education to higher levels through the participation of new local champions within African leadership and institutions.

Transforming the Role of Higher Education Institutions in Development

EDDI's Technology and University Partnerships deserve special recognition for their success in strengthening African leadership within the higher education community. They also deserve credit for their role in community and economic development. Many partnerships addressed pressing community needs, such as female adult literacy, business sector strengthening, and housing and urban development.

Developing the Workforce in Africa

A multitude of EDDI activities had workforce development aspects—whether they improved generic workforce skills such as business communication, entrepreneurship, or information technology, or provided vocational training to increase representation of underserved groups such as women or out of school youth in sector professions. Activities also targeted sectors where HIV/AIDS has had a particularly negative impact on workforce development.

Improving Citizen Access to the Democratic Process

EDDI Democracy Partnerships were able to increase community participation in the democratic process by training local government leaders, NGOs, and students on decentralized government functioning, as well as by introducing curricula in democracy and human rights to students at all levels.



In Zambia, out-of-school children receive daily instruction via radio broadcast at local community centers, with trained volunteers serving as their mentors.

Fostering Community-Driven Economic Development

EDDI activities in economic development were largely focused on small community-level interventions with substantial impact on those communities. Activities included the training of women and students in entrepreneurship, microfinance loan funds, community resource centers, agricultural extension and training, as well as the development of infrastructure and systems to foster economic growth.

Nurturing Public-Private Partnership

The level of private sector support for EDDI activities was a significant achievement. Business partners sponsored interns or provided business incubation services. Others donated school uniforms, supplies, equipment, and provided additional activity financial resources. Still others supported NGOs by serving on boards of directors and assisting with NGO fundraising and development.

Supporting Innovative and Alternative Approaches

EDDI provided ad hoc funding to support existing structures, influential leaders, and organizations working in the fields of education and democracy, using innovative and alternative approaches. EDDI's success in this regard grew out of its ability to maximize the benefits of these approaches—particularly local buy-in and enthusiastic support, public-private

partnership, and cost leveraging—which were in keeping with the traditional approaches used by USAID while demonstrating ways of harmonizing the two paradigms for optimal impact.

Encouraging “Africa-Led” Activities

EDDI was very successful at living up to the ideals of collaborative partnership and African leadership in the conceptualization of activities, particularly by empowering existing structures, leaders, and organizations to adapt and improve upon familiar approaches. However, given that management activities (particularly fiscal management) were not always “Africa-led,” EDDI might best be applauded for its efforts to create, in the words of one interviewee, an “Africa-inspired” initiative—one that was developed in a “consultative...spirit of partnership” with each partner contributing to the success of the endeavor based on its own institutional strengths and skills.

Strengthening Institutional Capacity

EDDI’s strategy of investing time and effort to strengthen institutional capacity proved to be a valuable lesson learned. Where EDDI was successful at building capacity, activities and organizations enjoyed increased levels of impact and overall success as well as better prospects for continuation of that success. This finding is significant in light of EDDI’s commitment to working with U.S. and African organizations that had little prior USG funding experience. The experience of both African and U.S. institutions underscores the benefits of formally and informally incorporating institutional capacity strengthening to support the successes of activities as well as build organizational sustainability.

Achieving Sustainability

Although EDDI stakeholders and implementers seemed unanimously to value sustainability, the attention that this issue received, as well as the very definition of sustainability, varied from activity to activity. Some activities were successful at developing lasting public-private partnerships. Others secured government or other-donor support of activities post-EDDI. Still others achieved sustainability by improving awareness and local engagement in development issues or by establishing networks of leaders and professionals that eventually spun off into entirely new activities.

Part 5: Country Case Studies

Botswana

EDDI programming in Botswana centered primarily on environmental science in higher education, with four of the country’s six activities focused on this area. These higher education activities included a large multi-faceted set of activities designed to strengthen the University of Botswana (UB) through incorporating technology applications into its teaching, learning, and research programs, and by establishing linkages between the UB and U.S. higher education institutions. EDDI in Botswana offers a rich case study of how genuine collaboration with a national learning institution can lead to institutional transformation and improved instruction through the use of technology.

The link between education and technology was firmly established in UB activities through the purchase of new instructional and research equipment and the development of state-of-the-art facilities to support on-campus instruction and regional training. The advanced technology and training were then used to support UB activities in environmental science and conservation management. Activities in these particular areas had significant implications beyond the university’s boundaries, since natural resource management is central to Botswana’s economic development, its democratic processes (through the involvement of local communities), and the maintenance of its vibrant tourism industry. The accomplishments gained with the support of EDDI funds have helped make Botswana a regional center of excellence for scientifically-based policymaking that supports sustainable development.

The UB activities offer excellent examples of local actors that defined and prioritized their needs and then developed and managed strategies to respond to those needs with EDDI support. These activities were distinctive in that they employed dedicated staff to support the coordination and management of activities. In addition, the assistance provided to UB through its partnerships with higher education institutions served to strengthen the positions of the universities and Botswana, and the universities’ positions as global players in the field of Wetlands Management.

In addition to environmental science activities, EDDI funds supported girls' education and mentoring networks through UB activities and the AGSP activity with the Botswana Christian Aids Intervention Program (BOCAIP). Thirty girls participated in a mentoring program with women scientists, and EDDI funds were used to develop promotional materials to encourage girls to choose science-related careers. The BOCAIP program also worked with girls who had left school for HIV/AIDS-related reasons and provided them with vocational skills to develop their economic self-sufficiency. HIV/AIDS was also the focus of a partnership between the *Coping Centre for People Living with HIV/AIDS* and the Massachusetts AIDS Action Committee, which provided support to AIDS-affected women and their families.

With both the UB and BOCAIP activities, the U.S. Embassy played a significant role in mobilizing EDDI funding and assisting with proposal development. However, as the USAID Regional Center for Southern Africa (RCSA) in Gaborone and Winrock International increased their involvement in these activities, the U.S. Embassy in Gaborone became more of a facilitator and liaison among the different parties.

Ghana

By exploiting the ways that technology can be used to support education, democracy, and development, Ghana's pioneering EDDI program demonstrated the innovative possibilities of USG-funded activities. The program's strategy of reaching out to new partners, building and expanding partner networks, incorporating input from country level partners, and using local resources all contributed to the perception of EDDI as an exceptional program. EDDI was also adept at building onto the successes of the Leland Initiative, seemingly without worry about brand-naming its activities, since to do so may have deterred achievement of activity goals.

In general, activities in Ghana were difficult to categorize into one of EDDI's substantive program areas, since many of these activities cut across several areas and accomplished multiple objectives. A number of *Community Learning Centers* (CLCs) were established under the Leland Initiative and then later benefited from EDDI support to expand their reach to underserved regions (northern Ghana) and populations (e.g., the physically disabled in the Ashanti region).

Women's access to, and use of, these centers was monitored closely as the CLCs also struggled to adjust to the realities of the poor quality and high cost of Internet access and support.

EDDI in Ghana also worked with the Forum for African Women Educationalists Ghana chapter (FAWE/Ghana) to support the *Ghana AGSP*. FAWE/Ghana then collaborated with the Peace Corps to provide scholarships for 127 girls for three years of secondary school. Guaranteed funding combined with AGSP mentoring opportunities gave the beneficiaries, many of whom were street children, a new sense of security.

Mauritius

Carving out a significant niche for itself within the information technology revolution, the Government of Mauritius has declared its commitment to converting the country into a virtual "cyber island." Mauritian officials are confident that long-term growth can be ensured through an emphasis on incorporating information and communication technology (ICT) throughout the fabric of national life. Since January 2003, ICT has been taught in all primary and secondary schools; 317 ICT laboratories have been built, and 328 ICT trainee teachers have been introduced into the educational system.

In keeping with the Government's commitment to ICT development and dissemination throughout every level of society, the University of Mauritius (UM) has adjusted its priorities to better reflect this focus. Accordingly, ICT, e-education, tourism, environmental studies, and teaching and learning now dominate much of the current curriculum.

In line with this focus on ICT, EDDI provided support for the *Information Technology Enhancement* activity between the Mississippi Consortium of International Development and UM. This activity built faculty capacity at UM through collaborative research and exchanges, and revised information technology (IT) curricula to provide students with the most up-to-date equipment. The *Mauritius Strategic Education Center (SEC) Feasibility Study* provided young women training in computer basics and advanced IT, and also complemented the government's strategy to combat unemployment through the Industrial and Vocational Training Board (IVTB) plan—an activity that conducted training programs for unemployed and under-skilled Mauritians.

Compared to Mauritius, Rodrigues Island, a dependency of Mauritius, is socio-economically underdeveloped. With a 60% unemployment rate (compared to 10% in Mauritius), Rodrigues Island benefited from AGSP activities that targeted girls who were orphaned, abandoned (many adults leave the island to seek employment in Mauritius), and girls from very low income or unstable homes. AGSP provided assistance to 192 girls in eight primary and six secondary schools. Despite this support for primary and secondary education, a major constraint to education continues to be the lack of opportunity to access to tertiary education and employment. The University of Mauritius offers 16 scholarships per year, while each of the French, Indian, and Australian donors offers two scholarships each per year for tertiary education.

Many EDDI activities in Mauritius benefited from partnerships and support from the Mauritian government. EDDI was officially recognized and supported by the Ministries of Education and Scientific Research, with training, skills development, employment and productivity; and information technology, as well as the Commissions for Education, Health, and Youth on the island.

São Tomé and Príncipe

With only a single high school and no universities, a shortage of secondary and post-secondary opportunities represents a major challenge for education policymakers in São Tomé and Príncipe. Overcrowding at the high school, with 60 to 70 students often crammed into a single classroom, exacerbated this shortage. The few students with the means to pursue higher education do so in Cuba, France, Nigeria, the United Kingdom or Portugal, while many others are forced to abandon their education after secondary school. As the only EDDI activity, the *São Tomé and Príncipe AGSP* focused on providing access to, and improving the quality of, education for young women, providing assistance to 23 women to complete their first year of high school. This first year is important in São Tomé and Príncipe as its successful completion is the basic requirement for scholarships granted by the Governments of Portugal and Cuba, where many students pursue higher education.

In addition to AGSP's success in supporting educational opportunities for girls, the activity enjoyed a positive relationship with the government of São Tomé and Príncipe. As a result of the positive impact of AGSP, the Government

expressed interest in the program's continuation, and, to complement its activities, funded a basic literacy program for women. The Ministry of Education also cooperated with the implementing partner, STeP UP, and encouraged and recommended girls to apply for AGSP support.

AGSP in São Tomé and Príncipe was unique in that there is no USG representative on the island in the form of a U.S. embassy, USAID mission, or Peace Corps office. As a result, the local implementing partner, STeP UP, was the sole AGSP implementing partner, which communicated directly with the U.S.-based activity administrator, Winrock International. The U.S. embassy in Gabon supported AGSP in São Tomé and Príncipe.



EDDI scholarships supported women in São Tomé and Príncipe to complete the first year of secondary school in order for them to meet basic requirements for higher education scholarships.

South Africa

With almost 40 activities in South Africa alone and 11 regional activities that included South Africa, EDDI strengthened academic institutions, provided youth workforce training, and improved girls' vocational and technical education. Generally, EDDI activities in South Africa focused on university partnerships with technology enhancement components, democracy activities, and economic entrepreneurial training.

Since EDDI activities were purposefully tailored to respond to the particular contexts of beneficiary countries, the *South Africa AGSP* addressed workforce development rather than primary or secondary education as a major obstacle to development. *AGSP* provided scholarships for women to receive training with the Information Technology and Banking Learnership Program in information technology, business communication, and life skills. This activity was one of the first in South Africa that partnered the government with the IT industry and banking sector. With government support, this activity will be extended beyond the banking sector to include private sector and civil society industries.

University partnerships were initiated or strengthened by developing technology links and information resources, providing teacher training, and assisting with curricula reform. Policy networks were also strengthened between professionals and policymakers by organizing exchange programs and training activities designed to enhance policy skills and promote cooperation between government and civil society groups. From the U.S. perspective, these university partnerships were notable in that many of them involved community colleges as implementing partners—a sub-population of higher education institutions that are not typically included in development activities.

Tanzania

EDDI activities in Tanzania established a variety of mutually beneficial partnerships between U.S. and Tanzanian institutions and NGOs. Tanzania's more than 20 EDDI activities, including nine regional activities, were characterized by program diversity and wide geographic distribution in both urban and rural communities. In addition, the island communities of Zanzibar and Pemba participated directly in two EDDI activities. Several activities addressed more than one EDDI program area, thereby maximizing the value-added benefit of these activities on the country's development.

Tanzania participated in some of the largest EDDI regional activities including: the *African Judicial Network*; the *African Executive Office Network*; the *Ronald H. Brown Institute for Sub-Saharan Africa* and the *Knowledge Exchange and Learning Partnerships*. Participation in these regional activities resulted in leadership development and skills transfer for participants, as well as the country's integration into a community of continental and international networks.

USAID and U.S. embassy staff perceived EDDI in Tanzania as innovative and effective, especially in its work with NGOs. Admittedly, however, these perceptions were based on a relatively small sample of EDDI supported activities—*AGSP*, the *Community Economic Development Partnership* with the Open University of Tanzania and Southern New Hampshire University, and the *Karume Technical College (KTC) Community Resource Center*. Interviewees reported that these activities were generally successful and instrumental in helping to build the capacity of Tanzanian NGO partners and to improve the lives of Tanzanians.



EDDI scholars in Mali learning basic skills to prepare them for entering the workforce.

Uganda

Through concentrating its EDDI activities largely in the technology sector, Uganda provided an impressive display of the many ways in which information and communication technology could contribute to the improvement of educational systems and democratic governance.

In response to the country's need for well-trained teachers and the shortage of training materials, for example, *Connectivity for Educator Development* (Connect-ED) established computer labs in eight primary teacher training colleges to prepare teachers for the pedagogical demands of Uganda's primary classrooms.

Internet-based networks such as the *African Judicial Network* and the *African Executive Office Network* contributed to the development of the judicial and legislative branches of government by creating communication systems among lawyers, judges, legislators and other policymakers to increase information sharing and exchange. These efforts in support of democracy strengthening were significant in Uganda where in the past high concentrations of political power were shared among a few people.

In addition to technology-based activities, EDDI funds supported girls' education and mentoring activities for more than 265 secondary school students. These activities were so successful that an "appreciation grant" was awarded and is currently being used to provide an additional 500 scholarships to Uganda's most deserving girls. Targeting secondary school girls for scholarships complemented the Universal Primary Education goals that the Ministry of Education and Sports has set. In this regard, rather than focusing solely on primary education, EDDI contributed to developing a larger cadre of educated young girls and women.

Country Case Study Conclusions

Case study findings reveal a broad array of activities across the seven countries, as well as a variety of strategic approaches to planning, management, and implementation. In most cases, the management structure was a complex layer of contractors, subcontractors, activity administrators and implementing partners. A contrasting experience was portrayed in the case of São Tomé and Príncipe, where the direct relationship between the *AGSP* activity administrator and local implementing partner proved very effective, making a strong case for the benefits of a simple management approach. Of course, the sheer number of activities in a country such as South Africa might preclude this kind of relationship, but it is useful to note the effectiveness of such an approach.

The country summaries also reveal the myriad ways in which EDDI responded to local needs spanning diverse fields from the *South Africa AGSP's* focus on workforce development to the University of Botswana's continued development as a leader in environmental science, or concentration on ICT as illustrated by Mauritius. EDDI was perhaps most effective in working with local policymakers, community leaders, NGOs and other organizations to identify national and local priorities and providing the technical and financial support to realize those goals.

If there is one resounding lesson to be learned from these case studies, it is the importance of communication between USG agencies and host country governments, between Washington, DC staff and the field, between activity administrators and implementing partners and between implementing partners themselves. Not only is this communication necessary to create the institutional and individual buy-in, it is also essential to effective activity implementation and sustainability.



Science faculty at Agostinho Neto University launching their new computer lab. Technology upgrades such as these facilitated the improved training and qualifications of higher education faculty, and connected faculty across Africa via the Internet.

Financial Review

EDDI offers important lessons regarding how to pre-determine and assess cost-effectiveness, both for complex and expensive programs in general, as well as for specific initiatives. Interviews and USAID documentation suggest that USAID has struggled to find cost-effective approaches to U.S. development assistance for multi-sector and multi-country programming that often demands multi-USG agency engagement both in Washington and in the field. Ideally, such programming should also effectively leverage other available development resources, both from within the U.S. and participating countries. EDDI was such a model.

Findings from the Financial Review

- ▶ South Africa had the largest number of activities. Seven countries had only one activity. The majority of participating countries had one to five activities. Regional activities accounted for almost one-fifth of all activities.
- ▶ Nigeria had the largest country budget with South Africa a very close second, both around \$11 million. The smallest country budget was Equatorial Guinea (\$24,000). Half of the countries had total initiative budgets of less than \$500,000. Regional activities accounted for about one-fifth of the total budget.
- ▶ Southern Africa received the largest percentage of EDDI funding at 26%, though West Africa and cross-regional were a very close second and third (24% and 21%, respectively). East Africa's funding level was about 13% of all EDDI funding.
- ▶ Distribution of EDDI funding along program areas demonstrated that University Partnerships, Girls' Education and Mentoring Networks, Technology Partnerships, and Other EDDI Activities each accounted for about 15% of total Initiative funding, and the other main EDDI programmatic areas each accounted for 8% or less.
- ▶ Average per-activity costs were lowest for International Studies Partnerships (\$125,537) and Girls' Education and Mentoring Networks (\$274,362). Community Resource Centers averaged \$1,081,306 per activity, with Economic Entrepreneurial Training and Other Programs also in the high range (\$570,958 and \$617,765, respectively).
- ▶ At the higher end, University Partnerships increased their activity resources through leveraging by 73%, while at the lower end, Community Resource Center were able to leverage only 1% of their total EDDI funding.

EDDI received a significant amount of leveraged funds, to the extent that it appeared as though leveraged funds offset EDDI's administrative costs. In fact, the findings of this Financial Review suggest that **leveraged funds exceeded the Initiative's complex, multi-layered contracting structure's administrative costs.**

EDDI surpassed funding expectations.

The Initiative not only implemented activities according to its principles and initial design, it also sustained funding levels far higher than expected over the full six years. The major financial management lessons are concerned with the need to correctly assess and allocate funding for adequate staffing, and to institute comprehensive monitoring and evaluation systems from the outset.



Dedicated teachers, such as these in Niger, enhanced EDDI's scholarship activities.

Part 6: Lessons Learned and Recommendations

Based on the Summative Evaluation's findings, the strategies proposed below should be explored when designing, managing, and implementing similar future initiatives.

Initiative Strategy and Conceptualization

- ▶ Inter-agency collaboration works when there is strong leadership and a unanimously accepted vision, which is formed through the collaboration of diverse institution/agency influences. The inter-agency leadership should ideally come from outside the implementing agencies, or have experience working within several agencies, without adopting a particular agency predisposition.

All inter-agency participants should take part in strategy conceptualization from the earliest possible point, and have a platform for influencing that strategy throughout. EDDI's IAWG weekly inter-agency meetings were instrumental in facilitating this type of shared-influence.

- The policymakers (separate from inter-agency players) from the agency that houses an initiative must be involved in conceptualization of initiative level objectives early on. These logistical considerations would facilitate better understanding of vision and strategy, ensuring they are well-understood, communicated, and implemented so that success can consistently be measured and incorporated into future programs.
- Communicating the strategy and vision of a presidential initiative is imperative to adhering to its goals on an activity level. Implementing partners, intra- and inter-agency implementers, and USG posts in-country should clearly understand and be able to articulate how the Initiative is distinct from, but complementary to, their existing programs. This will better facilitate the realization of the vision and the goals of the Initiative at all levels.
- There are countless undocumented EDDI successes on both the Initiative and activity levels—particularly with regard to its impact on U.S. organizations and beneficiaries. The absence of coordinated public relations, knowledge sharing strategy prevented harmonization of EDDI activities with other initiatives and programs, limited the opportunity to learn from experimentation, and decreased the Initiative's overall sustainability. While in EDDI's case, USAID regulations stipulated limitations on such public relations strategies, in the case of an inter-agency initiative with highly visible and political implications, exceptions to these parameters should be negotiated.
- The absence of a formal oversight role for the IAWG with regard to regular programmatic and financial reporting from the different administering agencies inhibited its ability to communicate its successes and capitalize on collaboration opportunities. One possible solution to this would be to have a dedicated contracting officer for the Initiative and limit the

inter-agency role to strategizing, conceptualization, communication and coordination—as opposed to the diverse agency contract/grant mechanisms used to obligate funds, resulting in a decentralized reporting system.



The personal stories of EDDI beneficiaries, such as these students in Mauritius, are testimonials to EDDI's far-reaching impact.

- EDDI demonstrated that not only could an asset-management approach achieve comparable impacts to a traditional deficit-management approach, but that it could in fact enhance and improve upon that traditional approach by drawing more partners and influential leaders into the development process because of its more visible and immediate impacts. EDDI was seen as very responsive to timely issues, which in turn solicited local buy-in to the USG's longer-term systems and structures development.
- Capacity building for implementing partners (particularly local partners) should be an integral aspect of an initiative's vision and guiding principles, as well as formal programming on the activity level. The strengthening of partners was one of EDDI's most profound impacts, and the key to achievements in sustainability realized by many of the activities, and therefore the Initiative. EDDI had the vision, but it was not always represented at the programming level—making it appear to some that EDDI lacked an exit strategy.

Activity Coordination

- ▶ An appropriate, comprehensive, multi-level monitoring and evaluation (M&E) system should be developed and put into place from the outset for any initiative of EDDI's magnitude and scope. Had an M&E system been in place when EDDI began, it would most likely have clarified the underlying rationale of the Initiative's strategic funding approach and might have helped forge a shared understanding of this approach.
- ▶ As EDDI's partners were located across Africa, but often within the same program areas, they could have benefited from more opportunities to meet in order to share best practices, exchange information, set the stage for future partnerships or collaborations, and plan for sustainability. The EDDI legacy could be strengthened by establishment of an "alumni association" of EDDI partners and beneficiaries, which would provide a platform for continued networking and capacity building for the EDDI partners.
- ▶ EDDI funded activities were often indistinguishable from other USG activities within beneficiary communities. This inability to generate brand name recognition contributed to a lack of understanding regarding EDDI's overall vision. For this reason, EDDI's ability to achieve optimal-level impacts and long-term sustainability was sometimes affected.
- ▶ Clarity regarding roles and functions was often absent from interactions within and between the many organizations that helped to implement EDDI. While EDDI encouraged the establishment of in-country inter-agency committees, few posts fully embraced the model. Specific roles and responsibilities were sometimes not clearly conveyed to partners. This issue sometimes resulted in management ambiguities which slowed the progress of activities. Some informants also stressed the importance of providing an orientation early in the life of an initiative such as EDDI to bring all actors "up to speed" and to clarify the initiative's goal and objectives and each participating organization's role.
- ▶ Initiatives that employ organizational capacity building as a means of creating long-term sustainability should formally program it through increased administrative funding. A recurring theme in the evaluation results was the severe staffing shortages and the implementation and monitoring slippages that likely occur due to such shortages. Therefore it is recommended that administrative funding costs—including staff salaries should not only be allowed, but encouraged, especially for local implementing partners. The assumption that small African NGOs can contribute in-kind human resources throughout the life of a new innovative activity is often unrealistic and has the potential to create an undue burden on both the organization and its staff.
- ▶ Intensive training of local partners on U.S. government reporting requirements, and encouraging a model of subsidiary fiscal management (budgets allocated and financial data collected and reported on by the actors closest to the ground/closest to the intended beneficiaries) would have strengthened the perception that EDDI activities were "Africa-led." Early, explicit, and relevant training on USAID reporting requirements would have improved partners' reporting to USAID, preventing funding delays, and increasing each activity's ability to effectively monitor its implementation experience, identify areas of additional need, and plan for future activities.
- ▶ EDDI used a complex system to deploy funds, which made M&E a more challenging operation. Establishment of a formal M&E system from the inception of the initiative could have facilitated improvements to program components. It should be noted that EDDI's complex system also returned a high rate of leveraged funds and a higher rate of sustained funding levels than expected over the life of the Initiative.

In addition, precisely *because* of the complex system, more U.S. and African players were involved, more programs were implemented, and most importantly, more beneficiaries were reached.

- University and Technology Partnerships were responsible for substantial impact and success at the micro- and macro-levels, were generally low-cost and leveraged funds at a much higher rate than other activities. Continued funding for higher education partnerships programs is strongly recommended.

EDDI served as an important model demonstrating how to effectively implement a strategic framework across vast geographic, political and sectoral landscapes. Its successes demonstrated that alternative approaches to traditional international development assistance to Africa can achieve multi-level benefits. The challenges experienced by EDDI provide invaluable lessons in how to better implement its successor program. In this regard, EDDI worked best when its program administrators and implementing partners received clear communication on EDDI's vision, and were sufficiently resourced to address organizational capacity issues.

Part 7: EDDI Success Story Highlights

There were many EDDI success stories from which to choose, and the following are just a few highlights from activities representing EDDI's seven programs: Community Resource Centers, Democracy Partnerships, Economic Entrepreneurship, Girls' Education and Mentoring Networks, International Studies Partnerships, Technology Partnerships and University Partnerships.

ANGOLA - Horizonte Azul Street Girls' Center managed to make the unimaginable a reality for a number of war and AIDS orphans, and/or abused and neglected children. Ninety girls were cared for at the Center, where they attended classes in English, computers, and human rights and civic education. The girls also established successful seed-harvesting and poultry enterprises to help ensure Horizonte Azul's sustainability, and Chevron-Texaco assisted the center to develop a bakery enterprise.



Girls from Angola's *Horizonte Azul Street Girls' Center* in a vocational training classroom. The Center's vocational training was put to practical use—the Center developed micro-enterprises (poultry farming, tailoring, and a bakery) for future sustainability.

BOTSWANA - Strengthening the University of Botswana (UB) enhanced campus learning environments, improved the scientific equipment base for environmental policy and decision-making, fostered greater participation of women in science and augmented institutional support technology, teaching improvement, and research oversight. The activity used state-of-the-art education technologies, developed the university as a regional "hub" for wetlands research and coursework, installed an instructional support center, facilitated "Women in the Science Field," summit, and disseminated written, visual, and audio materials to secondary schools in Botswana, to recruit girls into scientific disciplines.

DEMOCRATIC REPUBLIC OF THE CONGO (DRC) - Creating a Cycle of Success: Education for the Deaf in the Democratic Republic of the Congo established a pilot program to sponsor deaf Congolese students, hire deaf instructors, and develop a much-needed Congolese Sign Language book. Future plans for continuation include several business projects, such as Little Black Pear Café, Traveling Hands Drama and Dance Troupe, and cooperative boutiques.

ETHIOPIA - Pastoralist Education in Ethiopia developed a school system, teacher training, technical support, and learning materials for nomadic children. Seven satellite school centers were established, and the local School Management Committee (SMC) was trained in basic school management and resource mobilization.

GHANA - Ghana Community Learning Centers (CLCs) were established in five regions of Ghana, where up to a hundred people a day received computer training and accessed the Internet. The CLC in Kumasi became self-sustaining through user fees. One of the major target groups for the CLC was women in a mostly Muslim community where women are generally confined to domestic activities. The launch of "Women's Week" increased the number of women attending the CLCs for training and Internet connectivity.

KENYA - Kenya Education Network (KENET) designed Internet topology; installed equipment, and developed training in Linux systems administration and content development. In a tremendously fruitful collaboration, KENET, in one activity, brought together ministries that had previously never worked with higher education, the private sector, and the government.

LESOTHO - Partners in Conflict in Lesotho: A Sustainable Program for Civil Society Peace and Capacity Building provided skills training and mentoring for solving community and political disputes. A national "innovative problem-solving workshop" was held for political leaders, principal chiefs, district heads, and regional police commanders. A water conflict between two neighboring villages was resolved using the practices learned. As a result of other workshops, several chiefs and community leaders have either dropped court cases or pledged to reduce the number of new cases they initiate in favor of using integrative conflict management procedures at the community level.

LIBERIA - Liberia Ambassadors' Girls' Scholarship Program (AGSP) provided scholarships for girls in rural Liberia. Particular emphasis was on students who wanted to study in the areas of greatest need, such as science, agriculture, forestry and teacher education. The girls participated in a computer literacy program and several HIV/AIDS awareness initiatives, including a World AIDS Day event and the publication of a newsletter titled Destiny.



Students in Madagascar benefited from a number of EDDI interventions, including scholarships for girls and civic education improvements.

MADAGASCAR - Improving Civic Education in Madagascar increased the level of civic education among secondary school students, members of community youth NGOs, journalists whose audiences are young people, teachers and trainers. At a Fianarantsoa town meeting that students organized, activity participants took the daring step of challenging both parents and community elders on the subject of child labor. They argued convincingly that they (girls, in particular) were unable to reach their full potential academically when they had to spend long hours fulfilling domestic responsibilities.

MALAWI - Addressing Childhood Malnutrition Health and Survival: A Systems Approach to Promoting Household Food Security and Rural Enterprise in Malawi was designed to add goat milk and soybean flour food supplements to the diets of children younger than five years of age, in several

villages. The activity successfully trained women from each of the villages in animal husbandry, disease control and treatment, goat milk production and by-products, fodder conservation and micro-business skills. All of the children who were exposed to the activity recovered from their illnesses and attended school. The child survival rate in each village increased significantly and malnutrition was substantially reduced.

NAMIBIA - Namibia Entrepreneurship Education Project introduced the basics of entrepreneurship within the framework of a school-to-school partnership involving six primary schools in the U.S. and six in Namibia. Training and coursework in entrepreneurship were provided to students, with development and presentation of a business plan at the end of the curriculum. Namibian teachers were also trained in delivering the “Own the Place” course to primary students.

NIGERIA - Diversity, Freedom and Democracy: Civic Education for Nigerian Educators (Project Citizen) taught participants how to conduct research, investigate problems, and develop working relationships with Nigerian authorities in order to improve communities. At an annual national showcase, students displayed portfolios or presented visual, written and/or oral reports on problems they identified in their local communities. In Western Nigeria, students helped resolve a conflict between a tribal chief and traditional leaders, and the students were honored by the community. In Lagos, a market that was obstructing traffic on a public road was removed and the street was opened to traffic. In Anambra State, the problem of pedestrian accidents on an unsafe road resulted in the State House of Assembly passing a resolution directing implementation of the students’ recommendation of a “zebra crossing” and the construction of pedestrian bridges.



In Nigeria, *Project Citizen* staff implemented a comprehensive civic education project that included curriculum development, teacher training, and a nationwide student competition on simulated legislative hearings.

SENEGAL – Bike Tour “Tour des Femmes” planned and managed a seven-day bike tour through Senegal’s southern region to promote the idea that formal and informal education for girls and women is healthy for the development of the whole family. The widely publicized, successful, innovative and cost-effective tour was held with the support of eight Senegalese villages, each of which coordinated various activities, such as food, lodging, and educational events. Young girls who received AGSP scholarships gave speeches on the positive impacts education has made on their lives. Ten Senegalese girls received donated bicycles, which greatly contributed to their independence, particularly in terms of transportation to school.

SOUTH AFRICA - Takalani Sesame developed a multi-media educational program based on the international children’s TV series, “Sesame Street.” The activity targeted three-to-six year-olds with a television series, a radio program series, and an outreach strategy. The project equipped trainers with a number of resource materials, including multi-lingual storybooks, posters, and audiotapes that were distributed in four South African provinces as an extension of the TV and radio programs. Recently completed research shows that Takalani Sesame has reached more than 1.2 million children and continues to grow.

SWAZILAND - Strategic Education Center (SEC) targeted girls to deliver basic literacy and vocational education in after-school/all-day Saturday classes, designed to keep girls in school and improve their performance levels. SEC also provided health education in the areas of vaccination awareness, early pregnancy, and HIV/AIDS prevention. Teachers within the Swaziland educational system received professional development training from a team of U.S. experts and Swaziland NGOs, and then taught the curriculum to participants.

TANZANIA - Building Enterprise through Association Development (BEAD) was dedicated to empowering women entrepreneurs. The activity successfully trained members of the Tanzanian Association of Women Entrepreneurs (TAWA), and assisted building TAWA member networks in Arusha, Mwanza, Dar es Salaam and Tanga. As a result, TAWA has expanded to eight branches. TAWA plans to increase the profile of female entrepreneurs in Tanzania by having its members participate in trade fairs, and by sponsoring an annual "TAWA Tanzania Business Woman of the Year Award."

ZAMBIA - Interactive Radio Instruction in Zambia: Reaching Orphans and Other Out-of-School Children reached out-of-school, basic education level Zambian children by establishing 169 community learning centers to develop and broadcast radio educational programs and develop supplementary materials, such as mentors' guides. Participating communities, churches, and NGOs provided the learning center venues and mentor(s), and communities also mobilized out-of-school children to attend the learning centers each day.

REGIONAL ACTIVITY - The Ronald H. Brown Institute for Sub-Saharan Africa (RBI) contributed to private sector-led economic growth in Africa by strengthening the skills of people already in business, and providing training to others, especially the young and disadvantaged, who aspire to enter the business world. The project provided state-of-the-art technologies to small companies in such areas as e-course development, business research in the "smart economy," and business incubation. Professional competency courses were also offered in exporting, accounting, financial management, corporate governance, international quality control, management information systems, business innovation and use of the Internet for international business development.

REGIONAL ACTIVITY - The Internet and Women's Democratic Organizing: Promoting Civil Society and Democratic Networking in West Africa improved West African women professionals' and advocates' basic understanding of the Internet, enhanced civic participation, and created networking opportunities. The three Nigerian participants, from different political parties, formed an inter-party relationship that gave rise to an NGO, named "Women Foundation Nigeria." Their goal was to increase women's participation in the political process, and the number of elected and appointed women within their parties. This was the first time such collaboration had been featured in the country's political process.

REGIONAL ACTIVITY - Networks for Regional Cooperation In Graduate Training and Research promoted regional higher education cooperation in graduate training and research in the following fields: 1) science, humanities and engineering; 2) master's program in humanitarian and refugee studies; 3) bachelor's training programs and collaborative research on semi-arid agriculture; 4) master's program in human rights and democratization in Africa; 5) master's program in microbiology training and research; and 6) quality assurance in the field of accountancy.



EDDI's strategic principle to support girls' education is evident in the field. Swaziland serves as an example of a country in which all activities had a gender focus.

Part 8: List of EDDI Activities by Country

ANGOLA			
	Activity	US Implementing Partner	African Implementing Partner
1	Angola Ambassadors' Girls' Scholarship Program	Winrock International	Horizonte Azul
2	English Language Training	n/a	Institute of Languages
3	Grassroots Civic & Political Education Initiative	Mississippi Consortium for International Development (MCID)	MCID-Angola, Clube Une, Mulheres, Paz e Desenvolvimento (MPD), Acção Angolana para o Desenvolvimento (AAD)
4	Horizonte Azul Street Girls' Center	World Learning	Horizonte Azul
5	Huambo Microfinance	Development Workshop	n/a
6	Legal-Paralegal Training in Human Rights	National Democratic Institute	Maos Livres
7	Political Science & Public Admin Training	Mississippi Consortium for International Development (MCID)	MCID-Angola, Agostinho Neto University
8	Science Strengthening Project	Mississippi Consortium for International Development (MCID)	MCID-Angola, Agostinho Neto University
9	Telemedicine Project	Charles R. Drew University	Agostinho Neto University
10	Voice of America/Angola	Voice of America	n/a
11	Youth HIV/AIDS Empowerment Pilot Project	Population Services International	Rede Mulher, Celcse, Oscar Gil Productions & STEP Model
12	Angola AGSP Appreciation Award	Winrock International	Horizonte Azul
BENIN			
13	Basic Education, Empowerment and Technology Access Program (BEETAP)	National Council of Negro Women	NCNW/Benin
14	Benin Ambassadors' Girls' Scholarship Program	Winrock International	Porto Novo Deaf School, APEM (Association pour la Protection de l'Enfance Malheureuse), Baha'i of Benin, Caritas
15	Youth Health Education Teleconference	Foundation for Democracy in Africa (FDA), National Council of Negro Women	n/a
16	EDDI Pilot		
17	International Studies Partnership – Cotonou, Benin and Williams Town, NJ	Prepare International	International Model School
18	Local Government Capacity Building in Benin	Citizens' Democracy Corps	
19	Strengthening Society by Building Skills with Public Archives	West Virginia State College	National University of Benin
BOTSWANA			
20	Botswana Ambassadors' Girls' Scholarship Program	Winrock International	Botswana Christian AIDS Intervention Programme
21	Building Capacity for Sustainable Management of Natural Resources	Oregon State University	University of Botswana
22	Closing the Gap Between Science, Education, and Application	Washington State University	University of Botswana
23	Coping Centre for People Living with HIV/AIDS in Botswana	AIDS Action Committee of Massachusetts	Coping Centre for People Living with HIV/AIDS in Botswana
24	Strengthening Masters' of Public Administration Programs	Cleveland State University	University of Botswana
25	Strengthening the University of Botswana	Washington State University, Oregon State University, University of Washington, Georgia State University, University of Florida, University of Kentucky, Tennessee State University	University of Botswana

BURKINA FASO			
	Activity	US Implementing Partner	African Implementing Partner
26	Burkina Faso Ambassadors' Girls' Scholarship Program	Winrock International	Association for Women in Development/ Forum for African Women Educationalists (AFED/FAWE)
27	Burkina Faso AGSP Appreciation Award	Winrock International	Association for Women in Development/ Forum for African Women Educationalists (AFED/FAWE)
CAMEROON			
28	Cameroon Ambassadors' Girls' Scholarship Program	Winrock International	Association de Femmes Musulmanes du Diamare (AFEMDI); Manyu Women's Forum (MOHWA); Forum for the Professionalisation of Women –Women and Gender Studies Department of the University of Buea; Women's Association for Peace in Africa (WAPA)
29	University of Buea & Benedict College Partnership	Benedict College	University of Buea
30	Cameroon AGSP Appreciation Award	Winrock International	Association de Femmes Musulmanes du Diamare (AFEMDI); Manyu Women's Forum (MOHWA); Forum for the Professionalisation of Women –Women and Gender Studies Department of the University of Buea; Women's Association for Peace in Africa (WAPA)
CENTRAL AFRICAN REPUBLIC			
31	Central African Republic Ambassadors' Girls' Scholarship Program	Winrock International	Lycée Marie-Jeanne Caron Secondary School
CHAD			
32	Chad Ambassadors' Girls' Scholarship Program	Winrock International	Lycée Caron, Lycée Pie XII, Lycée B. Boganda, and the University of Bangui
CONGO-BRAZZAVILLE			
33	Congo-Brazzaville Ambassadors' Girls' Scholarship Program	Winrock International	Congo-United States Alumni Association (CUSAA)
34	Project of Prevention of HIV/AIDS in Congolese Schools (PRESIEC)		Congo-United States Alumni Association (CUSAA)
35	Congo-Brazzaville AGSP Appreciation Award	Winrock International	Congo-United States Alumni Association (CUSAA)
COTE D'IVOIRE			
36	Côte d'Ivoire Ambassadors' Girls' Scholarship Program	Winrock International	Association de soutien à l'Autodétermination Sanitaire Urbaine, Côte d'Ivoire (ASAPSU)
37	Internet Technology and Community Development	Lincoln University of the Commonwealth of Pennsylvania	Université de Cocody
DEMOCRATIC REPUBLIC OF CONGO			
38	Creating a Cycle of Success: Education for the Deaf in the DRC	Global Deaf Connection (GDS), Kendall Laboratory Pre-School of Gallaudet University, College of St. Catherine	The Silent Cooperative Demonstration School (SCDS)
39	DRC Ambassadors' Girls' Scholarship Program	Winrock International	Comite National Femme et Developpement (CONAFED); Foundation for the Development of Sankuru (FODESA); Congo American Language Institute
40	Internet Connectivity for Civil Society Feasibility Study		n/a
41	DRC AGSP Appreciation Award	Winrock International	Comite National Femme et Developpement (CONAFED); Foundation for the Development of Sankuru (FODESA); Un Avenir Meilleur pour les Orphelins (AMO CONGO); Congregation des Redemptiristes Paroisse Notre Dame de Fatima (Catholic Fathers); Congo American Language Institute

EQUATORIAL GUINEA			
	Activity	US Implementing Partner	African Implementing Partner
42	Equatorial Guinea Ambassadors' Girls' Scholarship Program	Winrock International	Colegio Espanol
43	Equatorial Guinea AGSP Appreciation Award	Winrock International	Sisters of Charity of Santa Ana
ETHIOPIA			
44	Basic Education Systems Overhaul (BESO)	Academy for Education Development (AED)	n/a
45	Enhancing Institutional Research and Extension Capabilities for Increased Food Security Through Goat Production	Langston University, Oklahoma State	Awassa College of Agriculture, Alemaya University of Agriculture, Debub University
46	Enhancing the Capacity of Mekelle Law School	University of Alabama	Mekelle University
47	Ethiopia Supplemental Program	Pact International	Unity College, Forum for African Women Educationalists (FAWE) Ethiopia
48	Ethiopia Ambassadors' Girls' Scholarship Program	Winrock International, Institute for International Education	Forum for African Women Educationalists (FAWE) Ethiopia
49	Expanding and Strengthening Journalism Education at Unity College	University of Georgia	Unity College
50	Pastoralist Education in Ethiopia	Save the Children-USA	n/a
ERITREA			
51	Eritrea Ambassadors' Girls' Scholarship Program	Institute for International Education	National Union of Eritrean Youth and Students (NUEYS)
52	Riverside-Asmara Connection: (REKEB)	Riverside Community College	University of Asmara
GABON			
53	Gabon Ambassadors' Girls' Scholarship Program	Winrock International	Christian Missionary Alliance
GAMBIA			
54	The Gambia Ambassadors' Girls' Scholarship Program	Winrock International	Forum for African Women Educationalist in Gambia (FAWEGAM)
GHANA			
55	Democratic Decentralization in Ghana	University of Delaware, Institute for Housing & Urban Development Studies (HIS)	Institute for Local Government Studies (ILGS)
56	Ghana Ambassadors' Girls' Scholarship Program	Winrock International	Forum for African Women Educationalists (FAWE) Ghana
57	Ghana Community Learning Centers (CLCs)	Academy for Educational Development	Centre for the Development of People
58	Ghana Doctoral Initiative	Florida A&M University	University of Cape Coast
59	Ghana Electoral Commission Communication & Information Distribution	n/a	Ghana Electoral Commission
60	Ghana Teaching/Learning Resource Centers	International Foundation for Education and Self-Help (IFESH)	n/a
61	Instructional Technology Training for Basic Education in Ghana	University System of Georgia	University of Cape Coast
62	Strengthening Educational Assessment	University of South Florida	University of Cape Coast
63	Sustainable Tourism Development in the Central Region in Ghana	University of Maryland Eastern Shore	University of Cape Coast
64	Women's & Children's Rights Law Curricula	Northwestern University	University of Cape Coast
GUINEA			
65	Association for the Advancement of Guinean Girls (APROFIG)	n/a	Association for the Advancement of Guinean Girls (APROFIG)
66	Guinea Ambassadors' Girls' Scholarship Program	Winrock International	Forum des Educatrices de Guinée (FEGFAWE)
67	University of Kankan Campus Network and Connectivity Project	n/a	University of Kankan
68	Wiring the Guinea National Assembly	n/a	Guinea National Assembly

KENYA			
	Activity	US Implementing Partner	African Implementing Partner
69	Kenya Community Resource Centers	n/a	Ramogi Institute of Advanced Technology
70	Exchange Program Aimed at Prevention and Addressing Domestic Violence	Women's Coalition of Duluth, Minnesota	Coalition on Violence Against Women in Kenya (COVAW)
71	Health Education and Environment Watch - Support to the Network Secretariat	Child to Child Network	Child to Child Network-Secretariat
72	ICT Support to Primary and Secondary Schools		
73	Information Technology for the Kenya Institute of Management	UCLA Advanced Policy Institute	Kenya Institute of management
74	Kenya Ambassadors' Girls' Scholarship Program	Winrock International	Kenya Professional Association for Women in Agriculture and Environment (KEPAWAE), Forum for African Women Educationalists-Kenya (FAWEK)
75	Kenya Education Network (KENET)	n/a	Telkom/Kenya, Communications Commission of Kenya (CCK)
76	Kenya National Civic Education Impact Study	Management Systems International (MSI)	
77	Massai Education Discovery	Massai Education Discovery	Massai Education Discovery-Kenya
78	State University of New York's Kenya Educational Partnership Project	State University of New York-Cortland	University of Nairobi
79	Support to the National Council of Churches of Kenya	n/a	National Council of Churches Kenya (NCCCK)
LESOTHO			
80	Lesotho Ambassadors' Girls' Scholarship Program	Winrock International	World Vision Lesotho
81	Partners in Conflict in Lesotho: A Sustainable Program for Civil Society Peace and Capacity Building	University of Maryland	National University of Lesotho
82	Lesotho AGSP Appreciation Award	Winrock International	World Vision Lesotho
LIBERIA			
83	Liberia Ambassadors' Girls' Scholarship Program	Winrock International	Organization for Children and Adolescent Mothers
MADAGASCAR			
84	Madagascar Ambassadors' Girls' Scholarship Program	Winrock International, Institute for International Education	John Snow Incorporated
85	Cisco Networking Academies and Internet Training	Cisco Systems Inc.	Fund for Private Sector Support (FASP)
86	Improving Civic Education in Madagascar	Pact International	Ministère de l'Enseignement Secondaire de l'Education de Base, Unite d'Etude et de Recherche Pedagogique, Actions Sans Frontières
87	Internet Connectivity for Selected Civil Society Organizations	n/a	Centre d'Echanges et de documentation Inter-Institutionnelles (CEDII), Conseil Malgache des ONGs pour le Développement et l'Environnement (COMODE)
88	Internet Points of Presence for Two Provincial Capitals	n/a	Telecom Malagasy, National Telecommunications Corporation of Madagascar
89	University of Fianarantsoa IT Connectivity Project	n/a	University of Fianarantsoa
MALAWI			
90	Development of Management Training and Education	Middle Tennessee State University	Malawi Institute of Management
91	Incorporating Research to Encourage on-Going Development and Evaluation of Malawi Basic Education Policy and Programs	Virginia Polytechnic Institute	Domasi College of Education

	Activity	US Implementing Partner	African Implementing Partner
92	Promoting Hands-on Learning in Science and Mathematics in Malawi	Davenport University	Mzuzu University
93	Promotion of Sustainable Dairy Goat Production Among Smallholder Farmers in Malawi: A Systems Approach to Improve Household Food Security, Child Nutrition, and Health	Lincoln University	Bunda College of Agriculture
MALI			
94	Instructional Materials Development	n/a	n/a
95	International Studies Partnership—Bamako, Mali and Bismarck, ND	DKW Communications, Northwest High School	Joan d’Arc Secondary School
96	Internet Training for the University of Bamako	Education Development Center, Inc.	University of Bamako, Ecole National d’Ingénierus (ENI)
97	Mali Ambassadors’ Girls’ Scholarship Program	Winrock International	Centre d’Etudes et de Formation en Informatique et Bureautique (CEFIB), Cours Jeanne d’Arc, Ecole du Progrès, College Cheik Anta Diop, Jesse Jackson Institute
98	Pathfinder Foundation Center for Science and Technology Education	Colorado State University	n/a
99	Teacher Training Equipment		n/a
100	Women’s Leadership Intern Program	World Learning, AMEX International, Inc.	
MAURITANIA			
101	Mauritania Ambassadors’ Girls’ Scholarship Program	Winrock International	Lutheran World Federation
102	Pathways to Globalization	Mississippi Consortium for International Development	University of Nouakchott
103	Women’s Entrepreneurship and Community Centers	Peace Corps	
MAURITIUS			
104	Future Farmers Program	USDA, Total Service Solutions, Future Farmers of America	Young Farmers-Mauritius
105	Information Technology Enhancement: An International Development Partnership between the Mississippi Consortium of International Development (MCID) and the University of Mauritius	Mississippi Consortium for International Development, Howard University	University of Mauritius
106	International Studies Partnership - Port Louis Mauritius, Elizabeth City, NC and Somerville, TN	DKW Communications, Total Service Solutions, Fayette County High School, Pasquotank County High School	Renganaden Seeneevassen State Secondary Girls’ School
107	Mauritius Ambassadors’ Girls’ Scholarship Program	Winrock International	Restoring Another Child’s Hope (ReACH)
108	Mauritius Strategic Education Center (SEC) Feasibility Study	Strategic Education Center	Ministry of Training, Skills Development, and Productivity
109	Mauritius AGSP Appreciation Award	Winrock International	Industrial Vocational Training Board(IVTB); Restoring Another Child’s Hope (ReACH)
MOZAMBIQUE			
110	Mozambique Ambassadors’ Girls’ Scholarship Program	Winrock International	
111	Public Service Performance Management and Program Evaluation		Universidade do Eduardo Mondlane
112	Renewable Energy for the Empowerment of Mozambican Women and Girls	Savannah State University	Universidade do Eduardo Mondlane
113	Telemoz		

NAMIBIA			
	Activity	US Implementing Partner	African Implementing Partner
114	Higher Education Partnership: Polytechnic of Namibia (PON) & Highline Community College	Highline Community College, Eastern Iowa Community Colleges	Polytechnic of Namibia
115	Junior Achievement Namibia	Junior Achievement International	Junior Achievement Namibia
116	Mobile Training Unit	National Democratic Institute (NDI)	Parliament of the Government of Namibia
117	Namibia Ambassador's Girls' Scholarship Program	Winrock International	Deep Roots, Namibia Catholic Bishops' Conference (NCBC), The University Center for Study in Namibia, Legal Assistance Centre
118	Namibia Entrepreneurship Education Partnership	Echo Group, Pullman Group, National Institute for Educational Development, Nestucca Middle School, Beaver, OR, Sam Boardman Elementary School, Boardman, OR, Canby High School, Canby, OR	Eden Primary School, KW von Mares Primary School, Okahjandja Secondary School
119	Namibia Information and Communication Technology-Dot.Com		
120	Orphans & Vulnerable Children (OVC) in Namibia	Family Health International	Catholic AIDS Action, Childline/Lifeline, Legal Assistance Centre, Namibia Resource Consultants, Philippi Trust
121	Recruiting and Retaining Under-represented Students in Technology and Applied Science	Highline Community College	Polytechnic of Namibia
122	Summer Institute for English, Basic Sciences and Health Education in Namibia	Howard University of Medicine	University of Namibia
123	Namibia AGSP Appreciation Award	Winrock International	Deep Roots; Forum for African Women Educationalists in Namibia (FAWENA); Namibia Catholic Bishops' Conference (NCBC); The University Center for Study in Namibia (TUSCIN)
NIGER			
124	Assistance Project for Needy Girls in Niger	Micro Credit in Africa, Inc.	n/a
125	Niger Ambassadors' Girls' Scholarship Program	Winrock International	GASF (Groupe d'Appui à la Scolarisation des Filles), ANED (Association Nigérienne des Educatrices pour le Développement), ATIM (Association Taimakon Ilimin Mata)
126	Technology Training and English Language Learning in Niger (TTELL)	Clark Atlanta University (CAU)	University of Abdou Moumouni (UAM)
NIGERIA			
127	Bayelsa Mediation Exchange	American Bar Association, Oklahoma City University	International Federation of Women Lawyers (FIDA) of Bayelsa State and Rivers State
128	Building Capacity for Research on Children's Issues in Northeast Nigeria	Ohio University, West Virginia State University College, Rural Action	University of Maiduguri
129	Building Digital Technical Capacity at Nigerian Universities: Laying the Foundation for Greater Digital Participation and Collaboration	University of Iowa, Kirkwood Community College	Nigerian National Universities Commission
130	Building Global Partnerships to Support Development of Civil Society in Nigeria	Emporia State University	Bayero University, Ahmadu Bello University, University of Maiduguri
131	College and University Affiliation Program: Coaching Decision Makers	University of Iowa	University of Jos, University of Ibadan
132	Community Resource Centers in Nigeria	Total Services Solutions, Inc.	United States-Nigeria Development Institute, OK Computers

	Activity	US Implementing Partner	African Implementing Partner
133	Diversity, Freedom and Democracy: Civic Education for Nigerian Educators (Project Citizen)	Center for Civic Education	Civitas Nigeria
134	International Studies Partnership - Borno State, Nigeria, and Seattle, WA	DKW Communications, Garfield High School	Yerwa Government Girls' Secondary School
135	Literacy Enhancement Assistance Program (LEAP)	World Education, Educational Development Center, Research Triangle Institute	n/a
136	Nigeria Ambassadors' Girls' Scholarship Program	Winrock International	Winrock International, Nigeria
137	Nigerian Women's Private Sector Development Program	Foundation for Democracy in Africa (FDA), National Council of Negro Women	Nigerian Association of Women Entrepreneurs
138	Summer Institute for Nigerian Educators	George Washington University	Nigerian National Universities Commission
139	U.S. and Nigerian State Legislative Exchange-Institutional Development, Transparency, and Civic Education in a Federal Nation-State	National Council of State Legislatures	n/a
140	Women's Leadership Training	Women for Women International	Attainable Self-Advancement (ASA)
RWANDA			
141	Establishing a School of Communication at the University of Rwanda	Mississippi Consortium for International Development	University of Rwanda
142	International Studies Partnership – Miami, Florida and Kigali, Rwanda	Foundation for Democracy in Africa, Carol City High School	Forum of Women's Educationalists (FAWE), Girls' School
143	Partnership -- National University of Rwanda, University of Maryland	University of Maryland, Prince George's Community College, College of Southern Maryland	National University of Rwanda
144	Partnership for Enhancing Agricultural Linkages in Rwanda (PEARL)	Michigan State University, Texas A&M University	National University of Rwanda
145	Rwanda Ambassadors' Girls' Scholarship Program	Winrock International	Forum for African Women Educationalists, Rwanda
146	Rwanda Technology Partnership	University of Maryland	National University of Rwanda, Kigali Institute of Technology, Kigali Institute of Education
147	Strengthening the Role of NGOs in Rwandan Reconciliation	George Mason University	ROREC
148	National University of Rwanda Health Project	Tulane University, Johns Hopkins University	University of Rwanda, Makerere University, Institute of Health and Development
SÃO TOMÉ PRÍNCIPE			
149	São Tomé e Príncipe Ambassadors' Girls' Scholarship Program	Winrock International	São Tomé e Príncipe Union for Promotion (STeP UP)
SENEGAL			
150	Bike Tour "Tours des Femmes"	Peace Corps	Tostan, Sclarisation des Filles (SCOFI)
151	Community of Hope Resource and Technology Center: A Pilot Project for Improved Girls' Development Through Innovative Educational Opportunities (COHRTEC)	Africa Futures Forum	Community of Hope Resource and Technology Center
152	Partnership in Higher Education: Université Gaston Berger de Saint Louis (UGB) and University of Massachusetts (UMB)	University of Massachusetts	Université Gaston Berger de Saint Louis
153	Project JOG	Creative Associates International, Inc.	ADEF/Afrique, Tostan
154	Reinforcing the School System in Casamance	United Nations Children's Fund (UNICEF)	n/a
155	Senegal Ambassadors' Girls' Scholarship Program	Winrock International	Winrock-Senegal

	Activity	US Implementing Partner	African Implementing Partner
156	Women's Leadership Initiative for Development and Democracy	Kansas State University	University of Cheikh Anta Dipp (UCAD)
157	Legal Clinic Project	JurisAIDS	Université Gaston Berger de Saint Louis
158	Senegal AGSP Appreciation Award	Winrock International	Winrock Senegal
SIERRA LEONE			
159	International Studies Partnership – Dearborn, MI & Freetown, Sierra Leone	American Federation of Teachers, WiRED International, Woodworth Middle School	Ahmadiyya Muslim Secondary School, Computech Limited
160	Sierra Leone Ambassadors' Girls' Scholarship Program	Winrock International	Forum for African Women Educationalists-Sierra Leone (FAWE-SL)
SOUTH AFRICA			
161	A Collaboration to Raise the Percentage of Disadvantaged Students Qualifying for University Admission in South Africa	Florida State University	Potchefstroom University, Star Schools
162	Building a Civic Infrastructure in South Africa: Implementing Community Partnership Grant Programmes in South Africa	Ohio State University	
163	Building Capacity for Workforce Development	Highline Community College, Community Colleges of Spokane	National Access Consortium Western Cape
164	Capacity Building to Enhance Governance in Higher Education in South Africa	n/a	Centre for Higher Education Transformation (CHET)
165	Collaboration to Produce the Emergency Medicine Internet Training Tool (EMITT) – Howard University and University of Transkei Partnership	Howard University	University of Transkei
166	Community Economic Development: University of the North and New Hampshire College Partnership – A Feasibility Study	New Hampshire College	University of the North
167	Construction Science and Architecture Focusing on Housing and Small Scale Sustainable Development	Tuskegee University	University of Fort Hare
168	Desmond Tutu Educational Trust (DTET)	n/a	Desmond Tutu Educational Trust
169	Developing a Transformation Model in Furthering Education and Training for Economic Development	Highland Community College	National Access Consortium Western Cape
170	Development of Shared Internet-based Core Courses for a Distance Master of Family and Consumer Science Degree	Iowa State University	University of Stellenbosh
171	Digital Technology and Oral Narratives: A Tool for Community Transformation, Cultural Preservation & Female Economic Empowerment	Spelman College	Durban Institute of Technology
172	Family Math Project - Edinboro University/University of the Free State Teacher Professional Development Project	Edinboro University of Pennsylvania	University of the Free State
173	Entrepreneurship Across the Curriculum in Science, Engineering & Technology	Highline Community College	Cape Technikon
174	Equal Treatment Under the Law: Women of Vision-Tacoma/Phambili Business and Professional Women Refuge for Battered Women and their Children	Women of Vision-Tacoma	Business and Professional Women's Club Outeniqua
175	Highline Community College and National Access Consortium Western Cape: Technology Enhancement	Highline Community College	National Access Consortium Western Cape
176	Institutional Strengthening Through Natural Resource Management: Creating a New Paradigm of the Commons	Oregon State University	University of Fort Hare, Fort Cox College, University of Natal

	Activity	US Implementing Partner	African Implementing Partner
177	International Studies Partnership – Long Island City, NY and Durban, South Africa	DKW Communications, Albert Sahnker School of Performing Arts	Sithengile Senior High School
178	Local Leadership Development for Women and Girls in South Africa/Equipment Reach for the Future	Joint Center for Political and Economic Studies, National Council of Negro Women	Philelana Talent Trust, University of Venda
179	Net/Work: An Information Technology Development Partnership	Prince George's Community College, St. Charles Community College, Garrett Community College, Africare, PBS/Adult Learning Service, the College of Southern Maryland	Vista University
180	Partnership Between Tertiary Institutions and Disadvantaged Communities in KwaZulu-Natal for Capacity Building in Internet Technology	Michigan State University	The eastern seaboard Association of Tertiary Institutions (esATI), Durban Institute of Technology, Mangosuthu Technikon, University of Durban-Westville, University of Natal-Durban, University of Natal-Pietermaritzburg, University of Zululand
181	Partnership for Education and Workforce Development in the Midlands	Bronx Community College	University of Natal, iNdllovu Partnership for Lifelong Learning, National Center for Educational Alliances
182	Point of Need	Middlesex Community College	Leaf College of Commerce and Engineering
183	Promoting Community Learning Opportunities for Development: A Partnership between Texas Southern University Houston, Texas, U.S.A. and Eastern Cape Technikon, Butterworth, Eastern Cape Province, South Africa	Texas Southern University	Eastern Cape Technikon
184	The Quantum Learning Program of South Africa Opportunities Industrialization Centers	Opportunities Industrialization Centers International (OICI), Education, Development & Learning for Life Foundation, Johnson & Johnson	South Africa Opportunities Industrialization Centers
185	Retaining Under-Represented Students in Technology and Applied Science	Highline Community College	Cape Technikon
186	Scholarships for Students Studying at e-Schools	Washington State University	University of the Witwatersrand, Johannesburg
187	South Africa Ambassadors' Girls' Scholarship Program	Winrock International	South Africa Institute of Bankers, Comparex, South African Reserve Bank
188	South Africa Ambassadors' Girls' Scholarship Program II	Winrock International	South African Girl Child Alliance (SAGCA)
189	South Africa Book Smart Foundation	South Africa Book Smart Foundation	South Africa BookSmart Foundation
190	South African Center of Excellence	Chicago State University	University of Zululand, Durban Umlazi Campus, Mangosuthu Technikon, Umlazi Technical College, Mobeni Further Education and Training College, Western Cape Province
191	South African Democratic Management of Schools	Ohio University	University of Western Cape
192	Strengthening the Leadership and Ethics Focus of the Ph.D. Program in Public Affairs at the University of Pretoria, South Africa, the Global Focus of the Ph.D. Program in Leadership Studies at Gonzaga University: Proposal for a Partnership Based on Exchange Activities	Gonzaga University	University of Pretoria
193	Sustainable Environmental Management of Informal Settlements in Kwa-Zulu Natal and A Health Outreach Program in HIV/AIDS Prevention for Sustainable Management of Major Public Health Problems in KwaZulu-Natal	Middle Tennessee State University (MTSU)	University of Durban-Westville (UDW)

	Activity	US Implementing Partner	African Implementing Partner
194	Sustaining International Development in the Eastern Cape Province through Natural Resource Education, Affordable Housing Research and Development	Oregon State University	University of Fort Hare
195	Takalani Sesame (South Africa)	Sesame Workshop	South Africa Broadcasting Corporation
196	Upward Bound University-Wide Academic Enrichment Program (UBEP)	n/a	University of Durban Westville
197	Wiring South Africa Regional Education Offices – A Feasibility Study	Computer Frontiers, Inc.	The South African Institute for Distance Education (SAIDE)
198	Harnessing Information Technology for Education and Careers-HITECH	OIC International	
SWAZILAND			
199	International Studies Partnership – Dallas, Texas and Malkerns, Swaziland	DKW Communications, Lincoln Humanities Communications Magnet Schools	St. Anne’s High School
200	Strategic Education Center (SEC)	Strategic Education Center, Computer Frontiers, Bill & Melinda Gates Foundation, Technology Access Foundation, The Seattle Public School District’s African-American Academy, World Affairs Council of Seattle, Seattle Chapter Links, University of Washington, Program for Appropriate Technology in Heath (PATH)	The Institute for Development Management Swaziland, Swaziland Ministry of Education, Forum for African Women Educationalists (FAWE) Swaziland, Real Image
201	International Studies Partnership - Manzini, Swaziland and Woodbridge, VA	Fred Lynn Middle School	St. Michael’s Girls School
202	Swaziland Ambassadors’ Girls’ Scholarship Program	Winrock International	Orphanaid-Caritas Swaziland
203	Swaziland AGSP Appreciation Award	Winrock International	Orphanaid-Caritas Swaziland
TANZANIA			
204	Building Enterprise through Association Development (BEAD)	Heartland International	Tanzanian Association of Women Entrepreneurs
205	Community Economic Development Program-OUT and SNHU	Southern New Hampshire University	Open University of Tanzania
206	Journalism Training in Tanzania	Southern Illinois University Carbondale (USIC)	Dar es Salaam School of Journalism, Mwanza Press Club, St. Augustine University of Tanzania
207	Karume Technical College	Total Service Solutions, Midlands Technical College, South Carolina State College	Karume Technical College
208	Linking Lands-An International Studies Partnership	World Affairs Council/Seattle, Mercer Middle School, Hamilton International Middle School, John Stanford Elementary School	Terrawatu, Natterema Primary School, Olchoki Primary School
209	Online Course Management in Law Faculties	Gonzaga University	Dar es Salaam University
210	Partnering for Success-Adventures in Health Education and Agricultural Development (AHEAD)	Adventures in Health, Education, Agriculture and Development (AHEAD)	Folk Development College
211	Tanzania Ambassadors’ Girls’ Scholarship Program	Winrock International	Tanzanian Association of Women Leaders in Agriculture & Environment (TAWLAE)
212	Tanzania Legal Studies Project	The Institute for the Study and Development of Legal Systems	
213	The Jifunze Project	International Collaborative for Science, Education & the Environment (ICSEE)	The Jifunze Project, Kiteto District Office of Education, Elimu ni Ufunguo
214	Integrating New Technologies and Information Systems into Transportation Education in Tanzania	Florida A&M University	University of Dar es Salaam

TOGO			
	Activity	US Implementing Partner	African Implementing Partner
215	Togo Ambassadors' Girls' Scholarship Program	Winrock International	17 local NGOs coordinated by Peace Corps
UGANDA			
216	Building University Outreach Capacity in Africa: A Pilot Agribusiness Management Program at Makerere University	Ohio State University	Makerere University
217	Cooperative Program in Environmental Health	State University of New York - Albany	Makerere University
218	Kisowera Primary School Internet Connectivity	Computer Frontiers, Inc., Pinecrest Elementary School	Kisowera School
219	Uganda Ambassadors' Girls' Scholarship Program	Winrock International	Forum for African Women Educationalists (FAWE) Uganda, Association of Ugandan Women Professionals in Agriculture and Environment (AUWPAE), Ugandan Women Engineers and Scientists Association, Association of Ugandan Female Doctors, Female Mathematicians and Scientist Association (FEMSA)
220	Uganda Connect-ED	Academy for Educational Development (AED)/Learnlink	Institute of Teacher Education (Kyambogo) (ITEK)
221	Wireless Backbone Network for Makerere University		Makerere University
222	Uganda AGSP Appreciation Award	Winrock International	Forum for African Women Educationalists (FAWE) Uganda
ZAMBIA			
223	Education Management Information System (EMIS)	American Institutes of Research (AIR), Academy for Educational Development (AED)	Ministry of Education
224	Interactive Radio Instruction in Zambia: Reaching Orphans and Other Out-of-School Children	Educational Development Center	Education Broadcasting Services
225	Linking Farmers, Women and Girls to Computer Access and Training to Enhance Farm Management and Agricultural Entrepreneurship	US Department of Agriculture, Foreign Agriculture Services	Zambian National Farmers' Union
226	Manufacturing Competitiveness-Copperbelt University and Cleveland State University	Cleveland State University	Copperbelt University
227	Project Heshema	Progressive Life Center, Inc., Woodrow Wilson High School	Progressive Life Center Zambia, St. Mary's Girls Secondary School
228	Enhancing Technological Capabilities in Environmental Science Teaching and Research	University of Kansas	University of Zambia
229	Zambia Ambassadors' Girls' Scholarship Program	Winrock International	Forum for African Women Educationalists of Zambia (FAWEZA)
ZIMBABWE			
230	Connecting Civil Society		
231	Constitutional Workshops in Zimbabwe	American Bar Association	The Law Society of Zimbabwe
232	Enhanced Communication and Employment Opportunities for Persons with Disabilities through the use of Computers, Internet, and Technology Access	Disabled Peoples' International	Pan African Federation of the Disabled/ Disabled Peoples' International, Internet Africa/Data Control/UUNet
233	International Young Women's Empowerment Project	Passage Treatment Homes, Inc.	
234	University of Zimbabwe Medical School Library Support	World Health Organization (WHO)	University of Zimbabwe

REGIONAL ACTIVITIES			
	Activity	US Implementing Partner	African Implementing Partner
235	AABWA – Leadership and Linkages for Women in Trade and Investment	American and African Business Women's Alliance (AABWA), Eastman Kodak, Computer Frontiers, Inc.	Botswana Chamber of Commerce, Industry, and Management
236	African Judicial Network (AJN)	Management Systems International (MSI), Research Triangle Institute	n/a
237	Applied Research Science Institute (ARSI) – Africa	Center for Excellence in Education, Massachusetts Institute of Technology (MIT), Mote Marine Laboratory	University of Botswana
238	Education Policy Project	Stanford University	University of Botswana, University of Natal
239	African Executive Office Network (ExecNet)	Management Systems International (MSI), Research Triangle Institute	n/a
240	Hubert Humphrey Fellowship	Institute for International Education, Penn State University, World Bank Human Development Group, Academy for Educational Development (AED), Kensington School District	n/a
241	Knowledge Exchange and Learning Partnerships (KELP)	Computer Frontiers, Georgia State University, Penn State University, Michigan State University, University of Pittsburg, University of Georgia, University of Mississippi, Washington State University, University of South Carolina, Ohio State University, University of Connecticut, University of Delaware, Florida State University, Gonzaga University, Howard University, University of South Florida, University of Michigan, DANCED, Gent, Agricultural University of Norway, Queensland, University of Manitoba, University of British Columbia, Dalhousie University, University of Canberra, University of Southern Queensland, Australian National University, Rotterdam University, Rijks University, Amsterdam University	University of Fort Hare, University of the North, University of Pretoria, University of Zululand, University of Durban-Westville, University of Western Cape, University of Stellenbosch, Wesbank/First National Bank, Homeless Peoples Association, University of Nairobi, Eastern Seaboard Association of Tertiary Institutions (ESATI), Makerere University, University of Dar Es Salaam, South African Foundation for Public Management and Development (SAFPUM), South African Association of Public Administration and Management (SAAPAM), National Policy Institute of South Africa (NAPISA), Joint Universities Public Management Trust (JUPMET), National Organized Business, South African Development Management Institute (SAMDI), Financial Services Board of South Africa, KwaZulu-Natal Tourism Authority, Umlazi Tourism Guild, Mpumalanga Directorate of Tourism, IGU Commission on Sustainable Tourism, Business Enterprise for Sustainable Tourism [BEST] Think-Tank, University of Venda, University of Witwatersrand, University of Botswana, University of Zimbabwe, University of Zambia, Polytechnic of Namibia
242	Partners in African Leadership	Indiana University	n/a
243	Ron Brown Institute (RBI) for Sub-Saharan Africa	Georgia State University	Ron Brown Institute, Council on Scientific & Industrial Research, Manufacturing & Materials Technology, University of Venda, University of Pretoria, Center for Gender Studies
244	Special Olympics	Special Olympics International	Special Olympics Swaziland, Special Olympics Namibia
245	Highline Community College - Information Technology Feasibility Study	Highline Community College	National Access Consortium Western Cape, Polytechnic of Namibia
246	Women as Economic Partners in Nation Building	Woods, Seneca, Ottawa & Sandusky countries in Ohio (WSOS) Community Action Commission	n/a

	Activity	US Implementing Partner	African Implementing Partner
247	Women Power in Politics: Building Grassroots Democracy in Africa	League of Women Voters Education Fund	Women in Self Employment, Ethiopian Management Institute, GhanAlert/Allied News, General Region Development Commission, CIDECOM-Cupples, Int., FIDA, Njoki Ndungu, National Council of Women of Kenya, Emwai Centre for Political and Economic Development, Women Centre for Peace and Development, Women in Nigeria, Gender Action Team, CIRDOPOC, Kilimanjaro Women Information and Legal Consultancy, CCM Regional Office, Tanzania Women Lawyers Association, Uganda Joint Christian Council, Uganda Association of Women Lawyers, Action for Development, Zambia National Women's Lobby Group, Zambia Civic Education Association, Women for Change, Foundation for Democratic Processes, NGO Coordinating Committee, Women in Parliament Support Unit, National Constitution Assembly, Foundation for Democracy in Zimbabwe
248	Brother's Brother Foundation, Book Donations	Brother's Brother Foundation	n/a
249	Conference on Strategies for Combating the Spread of HIV/AIDS in West Africa	Foundation for Democracy in Africa (FDA)	n/a
250	International Book Shipment - International Book Bank	International Book Bank	World Vision International-Swaziland, Kenya National Library Service (KNLS), Rotary Club of Kigali-Virunga, National Women's Community Forum, Department of the International Corporation Ministry of Hir. ED&SC, S.E.E.D.S, ADRA-Madagascar, University of Namibia, Ghana Book Trust, CODE Ethiopia, Kenya Book Foundation, Zimbabwe Rural Libraries and Resources Development Program
251	Networks for Regional Cooperation in Graduate Training and Research	Association for the Development of Education in Africa (ADEA)	Association of African Universities, University of Cape Town, University of Dar es Salaam, University of Botswana, Makerere University, J.Kenyatta University, University of Zimbabwe, U of Zambia, University of Nairobi, Centre d'Etude Régional pour l'Amélioration de l'Adaptation à la Sécheresse (CERAAS), ENSA, Fourah Bay College, University of Anta Diop, University of Abia State, University of Ouagadougou, University of Pretoria, University of Mauritius, University of Namibia, University of Tanzania, University of Burkina Faso, University of Lome, University of Benin, University of Mali, University of Niamey, University of Conakry, University of Cocody, University of South Africa, U of Swaziland, U of Lesotho, U of Malawi, University of Ibadan, University of Rwanda, University of Burundi, University of Ghana, University of Liberia, University of Khartoum, University of Sierra Leone, Eduardo Modlane University
252	The Internet & Women's Democratic Organizing: Promoting Civil Society & Democratic Networking in West Africa	Michigan State University	Institute for African Democracy (IAD)
253	West African Citizen Exchange Project for Civic Educators	Street Law, Inc.	Civitas Nigeria/Center for Responsive Politics

	Activity	US Implementing Partner	African Implementing Partner
254	Youth Education & Sports (YES)	University of Massachusetts	YES-Benin, PROMO 2000, REOLA
255	The Africa-America Cooperative Program in the Mathematical Sciences (AAMI)	Florida State University, Association for Women in Mathematics (AWM), The Orkand Corporation	University of Western Cape, University of Ghana, African Mathematics Union (AMU), The Abdus Salam International Centre for Theoretical Physics (ICTP)
256	Developing Collaborative Africa-America Graduate Schools	Howard University, Council of Graduate Schools, Oregon State University, Educational Testing Service, Educational Testing Service	University of Western Cape, University of Nairobi
257	African Law Initiative: Children's Rights Project	The American Bar Association, African Law Initiative, Northwestern University, Loyola University	
258	Cisco Networking Academies Program	Cisco Systems Inc., Oracle Corporation, American Services Corporation	
259	Legislative Enhancement in Francophone Africa: New Member Orientation Programs and Parliamentary Staff Associations	National Conference of State Legislatures	
260	Global Youth Health Teleconference (GYHT)	Africa Futures Forum, Inc. (AFF), Howard University, National Council of Negro Women (NCNW), Louis H. Stokes Health Sciences Library, World Bank Institute	Institute National de L'Economie (INE), Uganda Management Institute (UMI), Institute of Management and Public Administration (GIMPA), Ecole Nationale d'Administration et de la Magistrature (ENAM)
261	Information Technology for Higher Education Capacity Building in Southern Africa	West Virginia University (WVU)	University of Pretoria (UP), Catholic University of Mozambique
262	Understanding Exclusion, Creating Value: African Youth in a Global Age	Social Science Research Council	The National Research Foundation (NRF), Council for the Development of Social Research in Africa (CODESRIA)
263	Federation of University Women Globalization Workshop	Federation of University Women, Africa	
264	2nd Annual Women's and Children's Health Symposium	Opportunities Industrialization Centers	
265	Collaborative PhD Programs in Economics		African Economic Research Consortium (AERC)
266	International Studies Partnerships Connectivity	DC Information Systems	
267	ADEA Wiring of the Ministry of Education	Association for the Development of Education in Africa (ADEA), Computer Frontiers	
268	Research Triangle Institute (RTI) and Permanent Interstate Committee for Drought Control in the Sahel (CILSS)	Research Triangle Institute	Permanent Interstate Committee for Drought Control in the Sahel (CILSS)
269	Franklin Pierce University Law Center Feasibility Study	Franklin Pierce University	
270	International Center for Insect Physiology and Ecology (ICIPE)	International Center for Insect Physiology and Ecology	
271	Books for Africa	Books for Africa USA	
272	Decentralization Dialogue		Permanent Interstate Committee for Drought Control in the Sahel (CILSS)
273	Digital Repositories and Disabilities Access Lab	Tufts University	Makerere University, University of Dar es Salaam
274	Building a Foundation for Change: Political Empowerment of Women	ALVA Consortium/Talladega College (ACTC)	Egerton University
275	Women and Girls Educational Activities in Environmental Risk	US Environmental Protection Agency	
276	Sub-Saharan Africa Girls Education Program (SAGE)	International Foundation for Education & Self-Help (IFESH)	

	Activity	US Implementing Partner	African Implementing Partner
277	Regional Community Resource Centre-Njoro, Kenya and St. Louis, Senegal	University of Massachusetts Boston	Egerton University, Université Gaston Berger
278	Expanding the Leadership Genre-In Pursuit of Female Leadership and Excellence in Science Teaching	The National Association for Equal Opportunity in Higher Education (NAFEO)	
279	African Education Initiative Support Program (AEIS)	International Foundation for Education and Self-Help (IFESH)	
280	Community Resource Centers and ISPs in Mauritius, Namibia and Mauritania	Total Service Solutions	
281	Brother's Brother Foundation Book Donations-II	Brother's Brother Foundation	
282	Metacourse Background Paper	Tufts University	University of Dar es Salaam, Makerere University
283	APARC Black College Collaboration	Boston University	
284	Crafting Strategies for Responding to the Impacts of AIDS	National Academy of Public Administration	



U.S. Agency for International Development